THE EFFECT OF VOCABULARY MASTERY USING DRILLING TECHNIQUE AT SMPN 8 PALANGKA RAYA

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ABSTRAK

Penelitian ini mengkaji tentang "Pengaruh Penguasaan Kosakata Menggunakan Teknik Drilling di SMPN 8 Palangka Raya". Penelitian ini bermaksud untuk menjawab permasalahan penelitian "Adakah perbandingan yang signifikan antara kelas eksperimen yang menerapkan teknik drilling dengan kelas kontrol yang menerapkan teknik pembelajaran konvensional?". Peneliti menggunakan metode kuantitatif sebagai analisis data. Peneliti menerapkan desain penelitian kuasi-eksperimental, yang melibatkan pra-test dan post-test demi menguji kemahiran siswa dalam kosakata. Sample penelitian ini menggunakan siswa kelas VII SMP 8 Palangka Raya yang terdiri dari 32 siswa setiap kelasnya dan total keseluruhan ada 64 siswa. Penelitian ini menunjukkan bahwa hasil nilai t-test lebih besar dari t-tabel yaitu 4,937 > 1,999, atau nilai sig (2-tailed) lebih kecil dari (sig α) yaitu 0.000 < 0.05. Maka dengan demikian Ha diterima dan H0 ditolak. Berdasarkan temuan di atas, dapat disimpulkan bahwa teknik drilling punyai pengaruh yang efektif terhadap penguasaan kosa kata pada siswa di SMPN 8 Palangka Raya.

Kata kunci: Efek Hasil Belajar, Drilling Teknik, dan Kosakata

ABSTRACT

This research examines "The Effect of Vocabulary Mastery Using Drilling Technique at SMPN 8 Palangka Raya". This research intends to answer the research problem "Is there a significant comparison between the experimental class that applies drilling technique and the control class that applies conventional learning technique?". Researcher use quantitative methods for data analysis. The researcher applied a quasi-experimental research design, which involved a pre-test and post-test to test students' proficiency in vocabulary. The research sample used class VII students at SMP 8 Palangka Raya, consisting of 32 students in each class and a total of 64 students. Research This shows that the t-test value is greater than the t-table, namely 4.937 > 1.999, or the sig (2-tailed) value is smaller than (sig α) namely 0.000 < 0.05. Ha is accepted and H0 is rejected. Based on the findings above, it can be concluded that drilling techniques have an effective influence on vocabulary mastery among students at SMPN 8 Palangka Raya.

Keywords: Effect of Learning, Drilling Technique, and Vocabulary Mastery

I. INTRODUCTION

Vocabulary is the basis for someone learning a foreign language. One must have a broad vocabulary to assist all language skills. (Richards & Renadya, 2002), said that vocabulary is the important elements in speaking proficiency and provides many foundations for how well learners speaking, writing, reading, and listening. According to (Saleh, 2000), Vocabulary is a group of letters that are strung together to form words that have implied meaning and the whole word used by someone in communicating activities. Meanwhile, according to (Thornburry, 2002), only a few people can carry on a conversation without grammar to convey, but without vocabulary, there is nothing someone can convey.

In many cases, some students still have difficulty learning vocabulary due to various factors. This means that vocabulary is part of people's language to express their thoughts, ideas, or feelings. They can communicate well by having or knowing a supply of words to learn. It is very difficult for humans to practice a language without vocabulary when they start learning speaking and before they learn more about skills namely, reading, speaking, listening, and writing. The first and most important aspect to learn about vocabulary.

Therefore, the teacher as a facilitator must find good solutions and strategies to arouse students' interest and excitement in learning vocabulary by offering different learning techniques. Teachers also need to know how to design good teaching materials to improve student performance in the learning process. When we communicate with other people, not only do we have a rich vocabulary, but we also need good pronunciation. One of the objectives of learning English in schools is to develop the ability to communicate in English orally and in writing. These communication skills include listening, reading, and writing. Therefore, vocabulary is necessary so there are no misunderstandings when communicating. However, in speaking English, we often have difficulty pronouncing some of the available written sentences or words.

Some students find it difficult to pronounce English because of their lack of vocabulary, making them not dare to speak anything when using English. According to (Saadah & Ardi, 2020), Indonesian pronunciation is still not standard for English pronunciation and is still far from accurate. Most students may have problems with pronunciation. Students do not master pronunciation well despite being taught in class. Students who know nothing about vocabulary cannot learn these 4 skills. The process of learning and teaching vocabulary can also influence students' ability to learn English, especially in secondary schools. In some secondary schools, students' vocabulary is weak.

Through field observations at SMPN 8 Palangka Raya during the observation, there were cases when learning that most students felt shy, nervous, and were afraid of saying the wrong words in English, and had difficulty speaking because they all don't understand what to chat about in English. This can be seen in learning English students who do not understand the text in the textbook or the dialogue given by the teacher. This happens because of the lack of vocabulary that students have. The problems experienced by students in mastering vocabulary are very prominent as the learning process is not interesting, so students feel lazy to learn English.

In this case, the teacher must be able to come up with creative and effective solutions or ways for students to teach vocabulary. The goal is that learning English in class can be achieved, more interesting and fun, and students can master the learning material effectively and not be bored. Teachers must have good technique and preparation for learning. One method of teaching English that is suitable for improving students' vocabulary mastery is to use the drilling technique. According to (Roestiyah, 2012), drilling is a technique that can be interpreted as a teaching method where students carry out a practical activity and have a higher level of skill or dexterity than what they have learned. The drilling technique is a method that is carried out continuously and repeatedly. Therefore, the researcher used this method to increase students' vocabulary.

Based on some of the difficulties students experience in learning English, vocabulary is the most important thing that students must master to master skills in English. Based on these facts, the researcher is interested in taking the title "The effect of Vocabulary Mastery Using Drilling Technique at SMPN 8 Palangka Raya". The researcher wanted to know how the drilling technique affects students' vocabulary mastery.

"Is there a significant comparison between the experimental class that applies drilling technique and the control class that applies conventional learning technique?". That is the formulation of the problem in this research and "To find out the comparison between the experimental class that applies drilling technique and the control class that applies conventional learning" is the main objective to answer the problem that occur.

- Drilling Technique

According to (Mariyam, 2020), this technique has been used by teachers abroad for a long time, especially in language classes, because this method is very effective. Therefore, according to (Sharon, 1997), the term practice means repetition, which aims to teach and remember a skill. Drilling according to (Allen & Campbell, 1972), the drilling technique is a method still widely initiated by teachers to introduce new syllables for students. This exercise has some parts namely what students observe is what students catch.

- Vocabulary Mastery

According to (Cameron, 2001), at the basic level, vocabulary is the center for someone who is learning a foreign language to form words that are useful for everyone. Vocabulary is the core of the language through which the interaction participants maintain communication. while (Barnhart, 2008) said about vocabulary is a combination of different words that people use to communicate, including manipulation. By learning much vocabulary, students can talk a lot with words.

II. RESEARCH METHODOLOGY

This research used quantitative methods to analyze the data obtained in this research. The researcher used a quasi-experimental approach with a pre-test and post-test to evaluate the vocabulary skills of the students. The researcher used tests at the beginning and last meeting to determine the increase in students' vocabulary through drilling techniques. The object of research is the participated by becoming the target of observation. The research subjects used as observations are students VII of SMPN 8 Palangka Raya.

As a result of the literature review above, the researcher explains this research hypothesis as follows:

o (H0): There is no significant student's vocabulary ability after being given the drilling techniques in learning.
o (Ha): There is a significance of students' vocabulary ability after being given the drilling techniques in learning.

Researcher need "Tests" to obtain data in this research. The researcher gave the students a dialogue form test. This function is carried out to find out how far students can pronounce the vocabulary in the dialogue given before the drilling technique treatment is carried out and after the drilling technique treatment is carried out.

• Techniques of Data Analysis

The researcher followed the next process to analyze the data from the pre-test and post-test:

1) Student test assessment

In assessing this test, the researcher used a 0–100-point scale to assess students' pronunciation skills. The speaking score seen during the pre-test and post-test given based on fluency or not of the pronunciation made by the students. According to (Brown, 2000), the assessment scheme uses a scale of 0-100 as follows:

Tabel 1. Scoring System

Score	Classification
81-100	Very good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

Source: Brown (2000)

2) Descriptive Analysis

This test is for practicing determine the effectiveness between the techniques used to find the maximum, minimum, mean, median, mode, and standard deviation values in the experimental and control classes.

3) Normality Test

Data before and after the test from the experimental and control classes were checked for the purposes of this normality test. The normality test, according to (Nuryadi, 2017), is used to determine whether the data is normally distributed, with normal specifications if it meets the criterion of a sig value > 0.05.

4) Homogeneity Test

According to (Nuryadi, 2017), The homogeneity value was obtained by determining the Homogeneity of Variance value in this study. This sample is shown to be homogeneous if the *Based on Mean sig value* is > 0.05.

Tabel 2. Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Res ult	Eksperiment Class	32	71.16	3.886	.687
	Control Class	32	65.78	4.777	.844

5) Independent T-test

The independent t-test was utilized, as (Nuryadi, 2017), to

find out comparative findings between experimental and control post-test scores.

III. RESULTS AND DISCUSSION

After the students were given a dialogue reading test and the researcher checked the students' vocabulary pronunciation results, the researcher gave a score to each student's name table that had been prepared previously:

Tabel 3. Hypothesis Results

T-test = 4.937	T-tabel = 1.999
Sig (2-tailed) = 0,000	Sig α = 0,05

Source: From Researcher Data

From the data above it can be concluded that
T-test > T-table
4.937 > 1.999 (H0 rejected and Ha accepted)
Or
Sig (2-tailed) < Sig α
0.000 < 0.05 (H0 rejected and Ha accepted)

Per hypothesis decision-making, if the t-test is greater than the t-table value or the sig (2-tailed) value is smaller than the alpha value, then the data is different or the second hypothesis (Ha) is accepted, namely, the student's vocabulary proficiency after accepting the drilling technique taught with a difference value as follows:

Source: From Researcher Data

From data analysis, researcher found that the drilling technique produced better improvements compared to before when the drilling technique was not carried out. This is reflected in the pre-test scores and treatment of the two groups.

The drilling technique was given to the experimental group as a treatment. Before being given treatment, students in this group only listened when the teacher explained the application of the drilling technique. The students seemed enthusiastic because they had innovations and could express their vocabulary while learning English through drilling techniques. They can improve their speaking vocabulary using this technique. They participate actively in the learning process takes place. They chat with their friends. Then students practice the dialogue with their friends. English subject does not make them bored.

There are also activities in the control class. However, they tend to get bored because they learn to speak vocabulary in the same way as they usually know or what other teachers usually do. It is seen several times that students play on their cellphones and are engaged in talking with their desk mates during the learning process. They only read the material given, and sometimes the researcher asks them to come forward to write it on the blackboard.

After the teachers got the pre-test results, the researcher found a significant difference in their scores in the experimental and control classes. It can be seen from their test results. The average pre-test score in the experimental class was 62.93. The average pre-test score in the control class was 60.31. The average post-test score in the experimental class was 71.15, and the control class was 65.78. In this study, the data used as the control class was class VII-8 with 32 students, and the experimental class was VII-11 with 32 students. From these results, it can be interpreted that the experimental and control classes' post-test scores increased better than in the previous test. Even though the average

pre-test score for both classes increased, but, the experimental class had a higher difference in scores compared to the control class. Thus, the drilling technique effectively improves students' vocabulary achievement in English in class VII at SMP Negeri 8 Palangka Raya.

In the experimental class, there were 32 students. Teaching drilling techniques to the experimental group was more effective than explaining them to the control group. Based on the t-test calculation, the researcher found that the t-test value was 4.937 while the t-table value with 62 degrees of freedom (df 32+32-2), and a significance level of 0.025 was 1.999. The alternative hypothesis (Ha) is accepted if the t-test value is greater than the t-table value (t-test > t-table). Thus, the alternative hypothesis is accepted. The t-test value is higher than the t-table (4.937 > 1.999). Thus, it is proven that the drilling technique affects students' speaking vocabulary in class VII SMP Negeri 8 Palangka Raya.

IV. CONCLUSION

Based on the research and discussion results, drilling techniques can increase the effect on students' vocabulary skills. The analysis results are based on the average score of students speaking using the drilling technique, which is higher than the average speaking score of students not using the drilling technique. Researcher achieved an average post-test score in the experimental class of 71.15, and an average post-test score in the control class of 65.78.

The researcher has calculated these two average scores using the formula t-test. Namely, the t-test value is higher than the t-table value. Based on the calculation of the T-test, a score of 4,937 > 1,999 was obtained. That means there is a significant difference in the improvement of students who are taught using drilling techniques. In this study, it was accepted that using the drilling technique had an effect on the vocabulary of students at SMPN 8 Palangka Raya.

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